DOCUMENT RESUME

ED 074 039 SP 006 217

TITLE	[Teacher Preparation Program.]
INSTITUTION	Immaculate Heart Coll., Los Angeles, Calif.
PUB DATE	[71]
NOTE	58p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Development; Educational Innovation; Individualized Curriculum; *Preservice Education; *Spiral Curriculum; *Teacher Education Curriculum; *Teacher Programs
IDENTIFIERS	*Distinguished Achievement Award Entry

ABSTRACT

Immaculate Heart College, Los Angeles, California developed a self-initiated and self-directed curriculum in the Teacher Preparation Program. The curriculum was based on a spiral planning model. Emphasis was placed on continuous evaluation, exploration of the learning experience, development of experimental teacher training experiences in the public schools, practice of various educational methodologies, stimulation of learning among students and faculty, and self-determination as the program's guiding principle. The basic elements in the accomplishment of these goals were a) early and continuing observation and participation in learning situations, in place of the usual student teaching period, and b) reflection and dialogue on values, content, and methods through student and faculty seminars. (Excerpts from the State Board of Education accreditation team are included in the report along with a copy of the budget. The appendixes include a journal article on the Teacher Preparation Program, a handbook from Immaculate Heart College on the program, and a research/evaluation design for the program.) (ERB)

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DEVELOPMENT OF TEACHER PREPARATION PROGRAM

For many years Immaculate Heart College has been focusing its attention on the processes by which men learn and develop the abilities to direct their own lives consciously. Education, we believe, begins not with a body of knowledge to be assimilated but with the diverse needs and the creative potential of the individuals within the college community. Reflecting this philosophy, the college has been progressively implementing programs--both interdisciplinary and departmental--that challenge the student to become an active learner, responsible for his life-long growth.

Within this context, the Teacher Preparation Program is not a radical departure for the college other than that it is attempting to apply this philosophy to professional training.

Since 1949 Immaculate Heart College has afforded consistent and college-wide support to the School of Education. The responsibility for preparing teachers has never been considered the exclusive assignment of the professional educator. Nevertheless, beyond a cordial understanding and appreciation of goals, the opportunity for involvement of the various disciplines was less than many of the faculty desired.

On occasion the question was raised as to whether or not a separate School of Education such as ours might not tend to isolate to some degree the program for teacher preparation from the mainstream of the college endeavor.

Two other concerns regarding our established program were mentioned frequently: the time allotment for student teaching, and the traditional dichotomy between elementary and secondary education.

Student teaching, instead of being concentrated on one or two semesters,

SUMMARY OF PROGRAM

The objective of our program is to provide a partial fulfillment teaching credential for undergraduates emphasizing learning as a process, and stressing the responsibility of each person to choose and create growth opportunities to meet his own developing needs, interests, and goals by means of a program which is uniquely his own, essentially self-initiated and self-directed.

The entire IHC environment nourishes the growth of the person. Therefore, preparation for teaching is not limited to a fourth or fifth year of professional emphasis, but incorporates all of the undergraduate experiences.

The college has no single prescription for the good teacher. Rather, we believe that people can teach well in a variety of ways, and that they need to discover those ways and the age groups that they can best teach. Therefore, the curriculum is not rigid, and there need not be an early choice between primary and secondary teaching levels. We believe, however, that four elements are specific to the goal of teacher preparation. They are early and continuing observation and participation in many and varied learning situations, in contrast to the usual semester of student teaching at the end of a student's preparations; and reflection and dialogue on values, content and methods encountered, through a series of concurrent seminars in response to specific, developing needs of students, to their own convictions about teaching and learning, and to the needs of the community.

might well be supplanted by a four year experience in the classroom. Observation, participation and apprenticeship could take place from the beginning and continue throughout the undergraduate years. Thus, supported by student-faculty seminar appraisal and exchange of ideas, the student's classroom experience will be less hurried and productive of far more depth of understanding than is the typical, often traumatic student teaching assignment.

The false dichotomy between the aims and objectives of elementary and secondary education seems to be exaggerated by the early and exclusive choice of either level as a field of student concentration. We wish all students preparing for teaching could understand and truly appreciate the task at both levels. A final choice might be made quite late in the senior year. Or, full preparation leading to both the elementary and secondary credential on a partial fulfillment basis might be accomplished within the four-year undergraduate period.

A great impetus to our study was afforded by a series of interdisciplinary seminars provided for by a grant from the Danforth Foundation. The faculty involved in the first two seminars concerned itself with teacher preparation, including ways of learning. Indeed, our current teacher preparation program is derived from this study.

Concern with the whole question of how learning happens led the faculty participants in the first two seminars to consider the question of how teachers are prepared. And although IHC had contemplated discontinuing its School of Education along with some other graduate programs in anticipation of its planned move to join The Claremont Colleges, the faculty expressed conviction

that teacher preparation should continue - albeit conceived in an exceedingly different form.

The faculty of the two Danforth Seminars presented its findings to the total faculty along with an invitation to participate in a weekend planning conference scheduled for October, 1969. The conference participants - comprised of students, faculty and administrators from IHC, public and private school teachers, principals and superintendents - brainstormed about goals for teacher preparation. IHC's conscious emphasis on interdisciplinary courses and its concern that learning be a self-directed process seemed to the conference to be resources especially fitting to a new approach for the training of teachers.

Following the conference a Steering Committee was formed of students, administrators, the faculty of several departments and a representative from the Los Angeles City Schools. The Committee began carrying out the conference recommendations by evolving a new approach to teacher preparation. The difficult task of evolving this new approach by committee was aided by the immediate utilization of organizational development techniques (see Appendix A for more details). An outgrowth of the basic encounter experiment, organizational development reflected acceptance by many faculty members of the goal inherent in the Plan for Self-Directed Change, but with more focused "task-groups" as a means toward that goal. With the assistance of resource personnel from TRW Systems, which had pioneered the task group, and with funding from the Mary Reynolds Babcock Foundation, IHC is now using the organizational development approach in teacher preparation, as well as with the School of Music, the European Studies program and the New Department of Social Relations.

Our planning for the program is consistent with the organic curriculum

model that we are proposing for the students, one of open-ended evolutionary change. In effect, we grow our plan rather than follow a pre-designed linear one. Each phase or step in the planning process evolves out of prior experiences. In this continuous planning process we are committed to maximum participation on the part of all those affected by the program: IHC faculty, students, and administrators, public and private school personnel, as well as the larger community.

RATIONALE

NEED FOR CHANGE: ALIENATION

In the past five years rising dissatisfaction about education has been expressed by students, educators, social critics and taxpayers alike. University and school systems have responded with a myriad of experiments and innovations including independent study, learning modules, field experiences, travel abroad, team teaching, computer-assisted instruction, tele-lectures, sensitivity training, experiments with the admission of the previously inadmissible, and more intensive orientation and guidance programs.

None of these and no combination of them, in and of themselves, is an adequate response to what we consider to lie at the heart of the current unrest: the many facets of alienation that exist in our educational system.

The vocabulary commonly in use describes as well as fosters alienation. One talks about "getting" an education, as if it were some "thing" to be purchased, rather than a way, a process which grows out of a person, a process which continuously leads him to new insights and new goals.

Another facet of the alienation in schools is reflected in the relation-

ship between teacher and student. This relationship is too often characterized by the proverbial passing on of information from the notes of the teacher to the notes of the student without passing through the minds of either. This approach focuses on "the" material, thereby emphasizing the student's passivity, and co-opting the teacher into inflexibility. Education, however, involves relationships between people, all of whom are learners. Education demands an active cooperation and mutual trust, not an emphasis on static roles.

The institution called "school" has fostered alienation:

1) by narrowly defining its purpose in terms of intellectual goals with relatively little interest in other dimensions of knowing such as the aesthetic, the relational, and the affective. In other words, schools have not been concerned with the development of the total person.

2) by focusing on intellectual values in alienating ways, allowing little opportunity for self-initiated and self-directed learning. The student is alienated by the daily intellectual routine because, more often than not, activities are scheduled and programmed for him, outlined and determined by others without reference to his world, his interests, his goals, his values. He experiences little opportunity to create himself by his choices, to become responsible for his life in any meaningful sense of the term. He does not have an opportunity to experience himself as an active force participating in the shape and destiny of his life.

GOALS

PROGRAM GOALS

1. Insure flexibility, change, continuous evaluation.
2. Provide for consistent reassessment of attitudes and assumptions about education and for complete exploration of the learning process early in college experience.
3. Include a wide range of experiences at different levels: economic, cultural, grade level, non-academic areas, e.g. playground, nurse's office, guidance lab, gym.
4. Work with public schools in developing experimental teacher training experiences.
5. Provide for study and practice of various educational methodologies.
6. View the pursuit of knowledge as a source of joy and a means of facilitating personal development and freedom.
7. Stimulate continuous learning on part of students and faculty.
8. Value self-determination as a guiding principle.

Total Undergraduate Experience

Because the college believes that preparing teachers in not the exclusive assignment of professional educators, teacher education is essentially interdisciplinary with faculty from all departments contributing to the training of teachers. Therefore, the preparation of a teacher at IHC is not limited to a fourth or a fifth year of professional emphasis, but incorporates all of the undergraduate experiences which a student has in actualizing his potential.

Choice and Responsibility

Believing strongly in the need for an education that is personally

engaging, we at Immaculate Heart College choose to view education as a process by which each person continuously seeks the development of his full human potential. In this process, we value the cognitive, aesthetic, relational, mystical, affective and reverential aspects of knowing.

Moreover, we see the focus of responsibility clearly residing within each person to choose and create growth opportunities to meet his own developing needs, interests and goals by means of a program which is uniquely his own, essentially self-initiated and self-directed. This educational process continuously takes the student beyond where he is, giving him an active, responsible role in choosing direction. In effect, we have chosen a spiral planning model which begins with the student's reflection on himself and his experience out of which he develops a short range goal, which in turn leads to new experiences, reflections and new goals.

This choice necessitates the rejection of a linear planning model in which long range objectives are posited for the student, and then a program, or even several alternate programs, are devised by which the student can reach the goal. We view the linear model as an inappropriate planning style for a rapidly changing society. The world we live in is marked by confusion and uncertainty. We can begin to cope with it by fostering flexibility, tolerating ambiguity, and accepting uncertainty. The linear model does none of these.

Our commitment to self-initiated and self-directed learning places primary responsibility for the development of goals, program, evaluative criteria, and actual evaluation on the student. This commitment reflects our belief that there is no single path to follow in becoming a teacher, nor, indeed, is there any single model of an ideal teacher.

We respect the individual's right and need to choose directions consonant

with his being. At the same time there are ideas and experiences which we consider to be crucial in the preparation of a teacher. Only when such ideas and experiences are identified by the student in relationship to his own development will they take on genuine significance.

DECISION-MAKING COUNSELLING

We have asserted our trust in the student. This trust is warranted only when the individual can grow in awareness and autonomy. The College meets its obligation to the student by providing the kind of counselling which ensures that each student has an opportunity to examine alternatives in the light of his personal values and strengths and to explore the consequences of his decisions.

We recognize that this approach to counselling differs from that which is traditionally associated with a linear curriculum based on predetermined goals. In rejecting the linear curriculum model, we reject also the "counselling" coincident with it. Our choice of an organic process for developing curriculum can succeed only if counselling becomes a decision-making process which enables each student in discovering, testing and adapting his boundaries, and in establishing his own rhythm. Our counselling assumes that all decisions are personal, denying the distinction between academic and personal. Our counselling is no longer separate from, but is, rather, integral to learning itself.

Decisions can be explored individually, in a one to one dialogue or in group sessions. In such a community of interaction, the members are provided with the opportunity to act as consultants to each other and to share in and learn from the experience of others. This counselling process begins with reflection on ways individuals in the program currently make decisions, and

proceeds by focusing attention on:

a. gathering sufficient information to make an informed decision;

b. asking a range of questions appropriate to the decision;

c. considering personal motivation, strengths and weaknesses;

d. generating various alternatives;

e. weighing alternatives in the light of personal values;

f. exploring the consequences of these alternatives;

g. making decisions and assuming responsibility for them;

h. continuing evaluation of decisions.

OBSERVATION AND PARTICIPATION

The exercise of choice demand knowledge of alternatives, of the range of possibilities. It is the responsibility of the College to expand the range of the possible for the student. Our distinctive contribution in this regard is the requirement of the following:

a. Early and continuing observation of many and varied learning situations, thus expanding the student's awareness of the range of difference in teaching style.

b. Early and continuing practice in many and varied learning situations, thereby expanding the student's awareness of his own capacities and natural style.

c. Reflection and dialogue on values, content, and methods encountered, through a series of concurrent seminars.

In addition to the required seminar experiences, the faculty will offer courses and seminars in response to the specific needs of students growing out of their observations, participation, reflection and dialogue. Faculty will also develop specific courses in response to their own convictions about

teaching and learning. This organic process in developing curriculum reflects our belief that ideas and experiences cannot be integrated by the College for the student; ultimately it is the student who must do the integrating.

COOPERATION WITH COMMUNITY FOR TEACHER TRAINING

Essentially this program's effectiveness hinges on college-community cooperation in public and private elementary and secondary schools throughout Southern California. In addition to the students' observation of, participation in and reflection upon varied learning situations in the city schools, representatives of the Los Angeles City Schools have participated with the College throughout the program's evolution. At this writing meetings are being set up with area superintendents from the Los Angeles schools to explain the program and survey their reactions to it. In effect we are putting our college in the classrooms of the community schools.

ORGANIC PLANNING PROCESS

The spiral model, applied to the individual and the institution, assumes a process that is both continuous and participative: continuous because its phases of formulation, implementation, evaluation and modification succeed and interact with each other without reaching a final limit; participative because all those concerned contribute in appropriate roles.

The spiral or organic model, relying as it does on process rather than program, is not only a means for achieving continuously changing and evolving goals in education but suggests a way of living in a rapidly changing world.

Consistent with our basic philosophy, we have not pre-designed a comprehensive teacher preparation program, but rather, we rely on an institutional planning process which enables each student to evolve his own program,

continuously discovering and uncovering what it is he wants and needs to experience in becoming the person and teacher he chooses to be. Our program is a process, the specifics of which are continuously self-generated.

NO SINGLE PRESCRIPTION FOR THE GOOD TEACHER

Most importantly, the College maintains neither a single prescription for the "good teacher" nor a single prescription for teaching the "good teacher". Rather, the program emphasizes learning as a self-responsible process in which each person chooses and creates opportunities to meet his own developing needs, interests, and goals. Reflection and dialogue on values, content and methods encountered as well as on the individual's decision-making process is to be handled by a series of required concurrent seminars which will provide the kind of counselling congruent with the spiral planning process.

RESEARCH AND EVALUATION

Consistent with a self-initiated and self-directed program, the student is expected to be responsible for evaluating his own goals and assessing his own needs. In addition to maintaining a portfolio, the student is assisted in this self-evaluation by his teacher, college counselors, his own counselling group, and by his self-selected Review Committee. (See Appendix B, pages 10-11 for more detail).

Formal evaluation of the program is being conducted by an external researcher whose responsibility it is to collect and interpret relevant information in order to assist others in the program in the decision-making required by the organic planning process. An additional responsibility of the researcher is to maintain a history and on-going documentation of the program as it progresses. The researcher will also collect such empirical data as may be utilized ultimately in a comparative analysis of the TPP with more traditional

teacher education curricula. (See Appendix C for more detail).

A UNIQUE MODEL FOR TEACHER PREPARATION

The State Board of Education accreditation team visited Immaculate Heart College on February 3-4, 1971. The following excerpts are taken from the report written by this team and submitted to the California State Accreditation Commission. We include these excerpts in support of the uniqueness of our program and to indicate the potential impact of successful completion on other teacher education institutions.

Excerpts

A total campus commitment to the training of teachers is no new venture to Immaculate Heart College. Indeed, such committment on their campus would be a sufficiently startling and innovative feature in itself, particularly when contrasted with the reluctant involvement in teacher education frequently evidenced on other California campuses, both large and small.

However, Immaculate Heart College has gone far beyond mere verbalization of college-wide support for teacher education. Through a series of thoughtfully planned and executed seminars, conferences, and experimental programs partially funded by the Danforth Foundation, and through the participation of students, faculty from several fields, administrators and supervisors on elementary, high school, and college campuses, as well as representatives from the community at large, Immaculate Heart College has developed a self-initiated and directed Teacher Preparation Program based on a spiral planning model. Such a model begins, continues, and concludes with the student's reflection on himself and his experiences from which he develops those goals

and plans those activities which will help him to achieve his full human potential.

* * * * * *

Immaculate Heart College, in the breadth and depth of its commitment to teaching, in the quality of and excitement generated by its course work, in the involvement of faculty and students in the learning process, and in its continuing quest for an individaul, significant learning experience could well serve as a model of educational relevance for colleges in this state.

* * * * * *

The proposed approach, rather than predesigning a comprehensive teacher preparation program, relies on an institutional planning process which enables each student to evolve his own program. This approach involves a complex matrix of learning experiences which must, in the final analysis, by synthesized by the student himself.

* * * * * *

This self-initiated and self-directed curriculum of teacher preparation, then, is no longer an isolated and fragmented adjunct to undergraduate education but, rather, is an integrating principle through which all educational experiences filter. The new program seeks to remove the dichotomy between elementary and secondary education by enabling students to participate in and understand and appreciate the task at both levels and to make an informed choice of applying for one or both credentials upon completion of the student's program.

* * * * * *

Apparent throughout this report are major strengths as well as problems which are indigenous to the College at the present time. These may be summarized as follows:

Strengths

1) The innovative, open, candid, questioning spirit, the zeal for experimentation, the thrust to be "special" and appeal to students who also are "special", the accent on resourcefulness in place of resources, the high morale of students.

2) The refreshing frankness to "cut the cloth" to fit a new, compressed, and compacted "pattern", i.e., to reduce the program and offerings--librarianship specialization, fifth-year certification, Master's degree in Education, standard supervision credential--to conform to what can realistically be done with quality and uniqueness by a small, independent, liberal arts college.

3) The philosophy to provide for meaningful alternatives and options, a tolerance for ambiguity and an environment where such are provided and practiced by both students, faculty, and administration.

4) A new and brilliantly-conceived bachelor's degree curriculum which includes within it an exciting, carefully rationalized all-college, undergraduate four-year teacher preparation program.

The strengths of this program are found in its respect for diversity, responsiveness to change, reconciliation of living and learning, recognition of the interdependence of teachers and students as learners, reconciliation of freedom and responsibility, and in breaking barriers between individuals, academic departments, and between the college and the surrounding community. Also of note is the fact that the student, in collaboration with a responsive program of counselling, becomes the active architect of his own education.

PERSONNEL

Teacher education at IHC is seen as the joint responsibility of the total college and the community public schools. All faculty members contribute

to the preparation of teachers through regular courses, special TPP-related courses, special studies, individual studies, advising and counselling. Their involvement is coordinated through release-time faculty from individual departments.

The program was originally planned and is being continuously developed and evaluated by a Steering Committee comprised of students, faculty, administrators and representatives from the public schools with the assistance of outside consultants. Committee meetings and eligibility for membership is open to anyone on campus.

Steering Committee

Esther Ballard	Student
Debbie Leoni	Student
Ron Black	Student
Bonnie McWhinney	TPP Staff
Kouji Nakata	TPP Staff
Kathy Hook	TPP Staff
Pat Barlow	TPP/Faculty
Judy Glass	TPP/Faculty
Sr. M. Gerald Shea	Academic Dean
Sr. Maria Theresa Venegas	Faculty

Consultants: Frederick F. Quinlan, Vice-president for Administration; Dr. James C. Stone, Professor of Education, University of California at Berkeley, and Chairman, Accreditation Committee, California State Board of Education; Samuel F. Marchese, Los Angeles City Schools.

TPP Staff

Veronica F. McWhinney, Coordinator
Kouji Nakata, Associate Coordinator
Kathy Hook, Administrative Assistant
Agnes E. Flynn, Director of Teacher Placement
Jeannine Gagarin, Secretary
Betty McEvoy, Researcher
Patricia Barlow, Assistant Coordinator of Faculty Liaison
Judy Glass, Faculty Liaison - Social Relations Department (1/3 time)
Celeste Frey, Faculty Liaison - Biology (1/3 time)
Eloise Klein - Faculty Liaison - English (1/3 time)
Mike Ragbourn, Faculty Liaison - Mathematics (1/3 time)
Rita Schafer, Student Teaching Coordinator (1/3 time)

BUDGET FOR SEPTEMBER, 1971 TO AUGUST 1972

A. PERSONNEL

	UNDERWRITTEN BY IHC	REQUESTED OF OTHER FOUNDATIONS
Full-time Faculty and Staff	40,200	10,800
Part-time Faculty	10,730	3,600
Liaison Faculty (release fime)	4,890	
Field Faculty		1,600
Researcher		7,000

B. OTHER

Memberships, Conferences, and Travel	2,000	750
Travel, Research Consultant		200
Learning Resources Lab		2,000
Liaison with Public Schools and Community Resources	700	
Video Tape Unit		1,200
Work Contract for Student Help	1,512	
Supplies and Equipment Repair	2,150	
New Equipment	150	
Mailing and postage	1,352	
	$63,684	$27,150

Total: $90,834

APPENDIX A

Case 3. The Development of a Teacher Education Program

An open-ended evolutionary change

STEPS*	COMMENTS
I. Situation	**I**
a) Immaculate Heart College (IHC) is a small liberal arts college in Los Angeles. The college drew national attention as the home of the artist Sister Mary Corita. It was also the scene of a widely-reported disagreement between the Sisters of the Immaculate Heart and Cardinal McIntyre of Los Angeles over their desire to enter upon an exploratory mode of living which included freedom to wear civilian dress. The order recently made the decision to withdraw from official canonical status as Sisters while continuing as a community. The college was undergoing other changes, including a planned move of the physical campus 40 miles east to Pomona to join a small complex of high-quality institutions known as the Claremont Colleges.	a) A change in conditions (moving to Pomona) makes a decision necessary (whether or not to give up teacher education).
This case concerns a change in teacher education at IHC. California state law with respect to teacher credentials requires that the teacher major in an academic disci-	

* We are indebted for the information for this case study to Dr. Veronica Flynn, the Coordinator of Teacher Education (CTE) in the study. Dr. Flynn is a trained Third Party; however, the comments are our own.

STEPS	COMMENTS
pline—i.e., not in education—for undergraduate study. Thirty hours beyond the B.A. are required in addition. IHC accordingly offered a graduate program in teacher education. Since the Claremont Graduate School, serving all the colleges, now has such a program, IHC decided to drop its own program upon moving to Pomona.	
b) Meanwhile, the college's Liberal Arts Study Committee recommended the liberalization of undergraduate course requirements. Within the context of major and minor courses of study, each student was to take substantial responsibility for his curriculum, selecting courses of study appropriate to his interests and goals. This movement was successful at IHC and is now in effect. The school is truly in a ferment of change.	
c) The liberalization of the curriculum unlocked many closed doors. Behind one such door lay the subject of teacher education which IHC had just decided to drop as a postgraduate program. Now the subject was looked at freshly. A consequence was that the Dean of the School of Education (DSE) and the Coordinator of Teacher Education (CTE) set a general goal, with	c) Freeing up the culture stimulates innovation. (Note the similarity to Case 1.)

STEPS	COMMENTS
the approval of the college president, to develop an undergraduate program in teacher education which students can follow as electives.	
d) This program has three primary objectives: ○ To be available to any student as electives in education. ○ To give the individual student freedom to form his own program, following his own natural learning process. ○ To be a campus-wide program, "owned" by all the departments.	d) This change process is enormously strengthened by the school's consistency in carrying out its basic beliefs. It is not saying one thing and doing something else. There is a widespread belief at Immaculate Heart College that the process of learning is highly variable among individuals and individually determined. The college sees learning as a process in which the learner takes a step, assesses his new situation, selects new steps, and so on. Because the student is not always able to make the assessment and see new steps entirely on his own, IHC emphasizes feedback, critique, help, and counseling—in short, change by joint action. There is also an emphasis on the unfolding of new goals as opposed to their predetermination. This approach is ideally suited to exploration of unknown territory. Here the IHC view of learning is applied consistently—to practice teaching, to the education of the teacher herself, to the unfolding of the teacher education program, and to the development of campus-wide joint "ownership."

STEPS	COMMENTS
	Joint ownership was selected over School of Education ownership to promote the integration of teacher education with the rest of the college. [Joint ownership and cross-fertilization are prescriptions for bureaucratic isolation. For methods, see the discussions of the Organization Mirror (pages 101–105) and the Intergroup Team-building Meeting (pages 124–130).]
II. Assessment Activities (During a 2-month period)	**II**
The DSE and CTE meet with other faculty and students representing all departments for a mutual exploration of views on teacher education in general and what might be desirable and feasible specifically at IHC.	The main purpose of this process is to assess the forces for and against a given change objective (see Force Field Analysis, pages 106–108). This assessment helps to shape the objective so that it is practical and attainable. It also helps to identify and establish links with persons who can act as positive forces for change —in short, those with interest, energy, and time.
III. Broadening the Base (School term)	**III**
a) The CTE joins a group of seven faculty members involved in an experimental interdisciplinary seminar in Identity and Discovery funded by the Danforth Foundation.	a) Linking to ideas. Under terms of the Danforth grant, which recognized the program as "the seed of a genuinely revolutionary approach to the undergraduate curriculum," a group of faculty members are

STEPS	COMMENTS
	given reduced course loads each term to plan and conduct two interdisciplinary seminars, aimed at seeking "the integration of knowledge by capitalizing on the specialization which is a hallmark of our age." Departments receive grant funds for replacement of faculty involved in the seminars and to test new ideas stirred up in the campus-wide reflection on education.
b) The CTE asks this group to join with her to explore the significance of the Danforth seminars for teacher education. They agree to work on the problem during their regular weekly meetings during the term.	b) Linking with activists.
c) One of the Danforth faculty, a member of the Economics Department, becomes so interested that she volunteers to be cochairwoman with the CTE of the new teacher education program.	c) Linking with the academic departments.
d) The Academic Dean is invited to join the group and does so.	d) Linking with authority.
e) The group prepares a preliminary proposal for the new teacher education program and presents it at a faculty meeting, along with a general invitation to a weekend planning conference.	e) The new program has now become a true group effort, cutting across academic disciplines.

STEPS	COMMENTS
IV. Planning the Weekend Planning Conference (During a 5-week period)	**IV**
a) The cochairwomen (the CTE and the faculty member from the economics department) carry out meetings and related activities to prepare for the conference.	
b) Two Third Parties help in the planning.	b) Linking to experts in the process of change.
V. The Weekend Planning Conference (Friday evening and Saturday)	**V**
Friday Evening	
a) Two speakers address an audience of several hundred people. The keynote speaker is nationally known as a leader of change in the field of education. The other speaker is local and respected in the college. Both present fresh ideas about education.	a) The stimulus of new ideas from respected sources.
b) The audience is made up of students, faculty, and administrators of the college, *plus* public and private school superintendents, teachers, and principals from the area.	b) Linking with the internal and external communities interested in education.
Saturday	
c) Over a hundred volunteers from the Friday evening audience meet.	c) Self-selection of those with enough interest to contribute to the next step.

STEPS	COMMENTS
(This excludes all outsiders except those with specific invitations.)	
d) There is a general discussion followed by discussions in small subgroups. The subgroups record on large sheets of paper their views on ideas and values that should be incorporated in the new teacher education program. Spokesmen for each subgroup report their results to the larger group.	d) Subgrouping is a way to get more involvement by individuals, and to work through ideas and make them more specific. (See Subgrouping, pages 162–165; and Chart Pads, pages 157–159.) It facilitates this process, helps in reporting back to the larger group, and becomes a record for summarizing meeting results for the next step.
VI. Critique and Planning Meetings (Two meetings, several hours each)	**VI**
a) The cochairwomen meet to evaluate the conference, classify the information obtained from it, consider its implications, and plan the next steps. In this process they confer with the two Third Parties.	a) This is part of the unfolding process of change. At each major step there is a critique of past action and a determination of the next. In this, Third Parties, who are not involved in the action, can be helpful.
b) A report on the conference, including the information as classified, is sent to all conferees, with an invitation to maintain two-way communication.	b) We like to know the results of our efforts, and to know we can continue to influence the process. Throughout this change, the conferees, the faculty, the college community in general, and interested outsiders are informed at each major step. Knowing that something is really happening awakens interest.
c) The cochairwomen decide that they should now involve the cre-	c) Linking with external formal authority.

STEPS	COMMENTS
dentialing authority of the State Board of Education in view of the fact that they are proposing to complete all teacher education in the undergraduate school.	
VII. Meetings of Planning Task Group (Two meetings, several hours each)	**VII**
a) A planning group is made up of 46 volunteers from the conference, including faculty, students, and outside educators.	a) Here is another instance of self-selection of those with enough interest to spend more time. This was a larger group than needed, but the wide interest was welcomed and used to form the planning group. This is an example of letting the structure evolve.
b) Drawing on ideas from the conference, this group develops long- and short-range goals for the new program and general educational objectives for students and faculty in the program. The goals and objectives include both *program goals*, such as working with the public schools to develop experimental learning environments, and *attitude goals*, such as viewing learning as a source of joy and a means of facilitating personal development and freedom.	b) The goals are getting more specific and better understood.
c) The group sets up a Steering Committee of 10 members with decision-making responsibility for	c) A group of 46 is felt to be cumbersome as the planning gets more specific. The group solves this problem to its satisfaction.

STEPS	COMMENTS
working out detailed implementation of the program. This is done by consensus. The Steering Committee includes the DSE, the co-chairwomen, four students from different departments, a faculty member from the Foreign Language Department, the Academic Dean, and a Supervisor of the Los Angeles City School District. The Steering Committee is to report progress to the Planning Task Group and reunite with it on major issues.	
VIII. Steering Committee Meetings (Several, from a few hours to a full day)	**VIII**
At these meetings, the Steering Committee makes the following decisions:	
a) To offer a pilot, experimental course called "Explorations in Learning," to be open to all students, from freshmen to seniors, who want to explore the process of learning, whether or not they have decided to become teachers. The course is to provide an opportunity for students to observe their *own* learning processes and those of students in a variety of elementary and secondary schools, with an eye toward formulating their own goals.	a) The change begins to broaden out to affect the concepts of learning in the total college community. Note the consistency with which the college's views on learning are applied. See Comment I(d) above.

STEPS	COMMENTS
b) To continue to involve public and private school teachers, supervisors, and administrators in the development of the program.	b) The teachers, supervisors, and administrators are aware of the tough, day-to-day realities of operating educational institutions; their support is needed; they too can learn.
c) To communicate with other publics, e.g., parents and representatives of the Taxpayers Association.	c) Help or hindrance can come from many sources, and their learning needs to start now too. A lot of people don't like to have *faits accomplis* sprung on them.
d) To invite the college faculty to participate in the program in two ways: (1) by giving teaching time and (2) by planning and providing courses specifically for learning in their fields.	d) The Steering Committee is reaching out for total faculty involvement and the use of the many resources available in the different departments. Note that this also encourages faculty members to criticize the ideas and methods of learning in their own specialties.
e) To follow an "action research model"* in developing the program.	e) The "action research model" is implicit in the college's views on learning as discussed in Comment I(d) above. It is an unfolding process of learning and change. Instead of trying to predetermine a series of steps in detail, the participants evaluate each step before deciding on and taking the next step. Each step is seen as having the potential for opening new horizons, or revealing that the step

* See Newton Margulies and Anthony P. Raia, "Action Research and the Consultative Process," *Business Perspectives*, Fall 1968, pp. 26–30.

STEPS	COMMENTS
	selected was the wrong one. In this case, for example, the students and faculty involved in the course "Exploration in Learning" will evaluate that course before deciding on the next step.
f) To refer to the Planning Task Group the question of counseling for students interested in teaching.	f) With the emphasis on self-determination by students, the character of guidance to them is a major issue.

IX. Situation as of Today

At this point, a year and a half after the initial decision to drop teacher education at Immaculate Heart, the course "Exploration in Learning" has been given and is in the process of evaluation. It appears to be highly successful. Many members of the faculty have responded positively to the invitation for their involvement. A number of departments are preparing courses focusing on the process of learning in their fields. The entire college community is aware of what is going on. Teacher education, once to be abandoned, has become an important and growing stimulus to the entire college, reaching out beyond the bounds of teacher education to the whole issue of learning.

Summary Observations

This case illustrates four key points about change by O.D. methods.

I. Linking

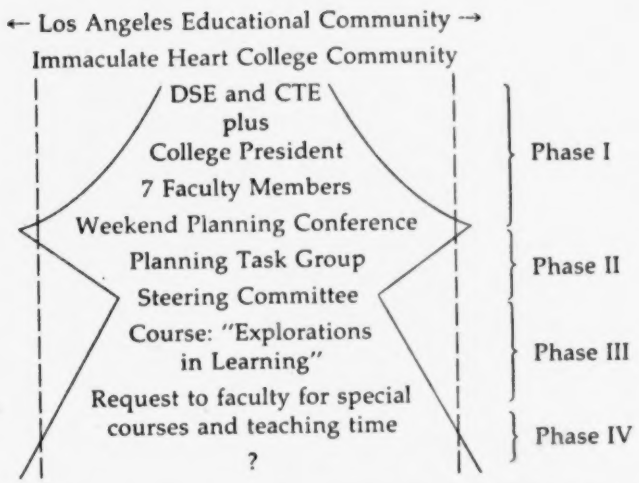
In the change process described, appropriate links are established to those who have ideas or specialized knowledge, who can provide a stimulus, who can provide a link to others, who can and will do some of the work, who have authority or influence, who are affected by the change, whose support is required, and who can provide feedback.

"Appropriate" linkings are determined by the importance of involving a given person or group at a particular point in the change. For example, the linking process in this case followed a definite pattern, as illustrated at the top of page 63.

Phase I is a period of increasingly wide involvement, fitting the functions to be performed:

- Assessment of the situation.
- "Preparing the soil" by the infusion and exchange of ideas.
- Locating and organizing "activists."

Phase II is a planning period, with decreasing involvement, appropriate to moving from a condition of general goals and ideas to specific plans and decisions.



Phase III is an action period, starting with a specific action (the course "Explorations in Learning") and moving out to involve the total college community.

Phase IV is a continuing action research period, now starting, in which each action taken is evaluated and new steps decided upon, with no prescribed end state. Linking in this period will be primarily with those who are interested in getting into the action, but keeping the total community informed. This strategy generally results in a broadening of involvement.

Linking is something we all do to get what we want. In O.D. there is a special effort to ensure that these links are open and aboveboard, not manipulative. They also receive systematic attention, which helps to overcome the hazards of masterminding. We repeat that extensive linking (as illustrated here) is not appropriate to many changes. Frequently a quick one-man decision makes sense.

II. The Unfolding Character of Change in Organizations

This has been referred to above in comments on the prevalent views at Immaculate Heart about the process of learning. These views are

deliberately incorporated in Phase IV by the decision to use the action research model. In a complex change, it is usually impossible to define the specific end state with precision. In a broad sense, there are no end states, only way points in an evolutionary unfolding. Further, in a complex joint change, people must learn the way in their own manner, from one point to the next. For example, in the case of the retail store chain, the Third Party believed early in the process that it would probably be advantageous to reduce the emphasis on policing and move toward mutual responsibility and help at that stage. This idea made little sense to the staff. They did not have the personal relationships with the store managers to support it. Nor was the Third Party able to predict the specific arrangement that was decided on. However, it is becoming possible to say more and more about the qualities of the next generation of organizations.*

III. The "Non-Organization"†

A common way to deal with a tired old organization is to replace it with a new one. An alternative is illustrated in this case. It consists of setting up an informal, flexible "organization," without permanent formal status, which works with the old organization. This "non-organization" is a changing arrangement of people working together, as described under "Linking" above. It has a core, in this case the DSE and the cochairwomen. It may even make decisions, as here, which are carried out by agreement. It taps into the formal organization as required to take joint action. It benefits from the power to act in the formal organization without being hamstrung by its slowness. It is a way of moving more rapidly than the old organization can, and at the same time helping the old organization to change and grow. The concept has wide utility.

---

* See particularly Robert R. Blake and Jane Srygley Mouton, *Building a Dynamic Corporation Through Grid Organization Development*, Addison-Wesley, Reading, Mass., 1969; and Paul R. Lawrence and Jay W. Lorsch, *Developing Organizations: Diagnosis and Action*, Addison-Wesley, Reading, Mass., 1969.

† We are indebted to Richard Beckhard for this expression.

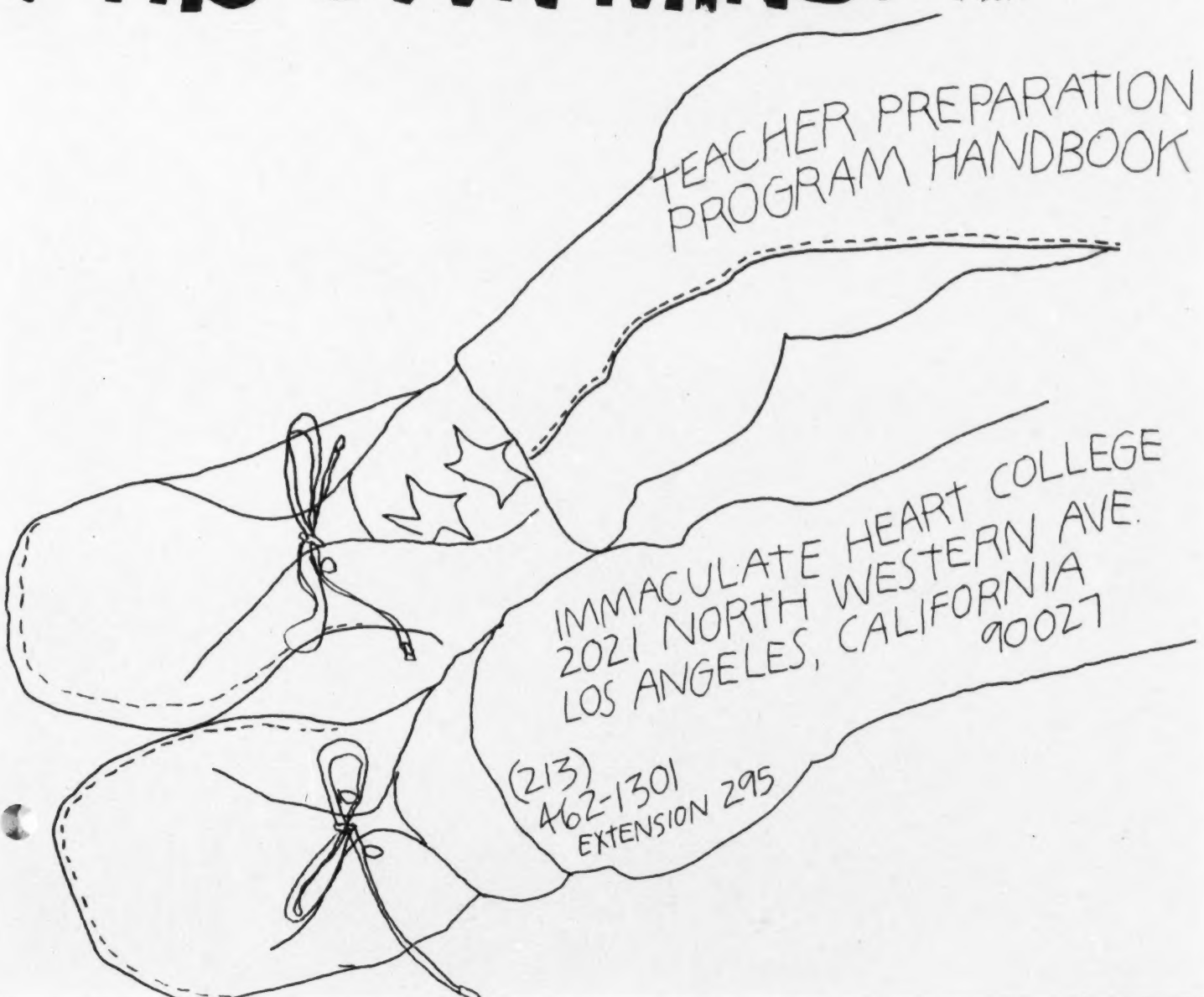
IV. Not All Change by Joint Action is Dependent on Confrontation in Small Groups

Historically, O.D. arose from experiments emphasizing candid communication in small groups. This is still a major focus, and most of the methods in Part Three emphasize this. Small group methods have a lot of power to effect change, as the first two cases attest. However, they are not appropriate to all change strategies. (It was not until the latter part of Phase III that the CTE began to sense a need to give more attention to relationships in the Steering Committee.) The point is that the small group methods should be used in the perspective of an overall change strategy. Even so, they may be helpful for specific problems, such as Case 2.

APPENDIX B

:DUCATION SHOULD BE THE OBJECT OF LIFE. ONE ; TO TEACH SELF YOUTHFUL MAN WITH F WITH A CURIOSITY URE; TO ACQUAINT HIM OF HIS OWN MIND.

RALPH WALDO EMERSON



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WHAT IS THE TEACHER PREPARATION PROGRAM?

Immaculate Heart College proposes to help its participants understand the open-ended, tentative nature of learning and to acquire a habit of reflective thought out of which each can develop his own strong sense of self to which he will be able to relate all that he learns throughout life. It aims to urge each to face up to the fact that he alone has final responsibility for the progress of this self. If ambiguity and uncertainty are facts of life, the program aims to see all authority within the context of these facts. This is not to say that authority is not exercised. The acceptance of authority, however, becomes a conscious choice.

Learning is thought of as the continuing evolution of a person. The College becomes the expediter of the process, a nourishing environment to which each person contributes and from which each takes according as he is able. This process enables each student to evolve his own program, continuously discovering and uncovering what it is he wants and needs to experience in becoming the person and teacher he chooses to be. Our program is a process, the specifics of which are continuously self-generated.

Our program emphasizes learning as a process, and stresses the responsibility of each person to choose and create growth opportunities to meet his own developing needs, interests and goals by means of a program which is uniquely his own, essentially self-initiated and self-directed.

The College has no single prescription for the good teacher. Rather, we believe that people can teach well in a variety of ways, and that they need to discover for themselves those ways as well as those age groups that they best can teach. Therefore, the curriculum is not rigid, nor does it demand an early choice between primary and secondary teaching levels. Also, we believe that the preparation of teachers should not be limited to a fourth or fifth year of professional emphasis but should incorporate all of a student's undergraduate experience. Consequently, the program is essentially interdisciplinary with faculty from all departments contributing to the preparation of teachers.

The program centers around:

> Early and continuing observation of many and varied learning situations, thus expanding your awareness of the range of differences in teaching style;
>
> Early and continuing participation in many and varied

learning situations, thereby expanding your awareness of your own capacities and natural style;

Reflection and dialogue on values, content and methods encountered, through a series of concurrent seminars.

WHAT KIND OF CREDENTIAL DO I GET?

After you have been recommended by the Credential Recommendation Board, you will be eligible for the elementary or secondary credential, or possibly both, on a partial fulfillment basis. This is a fully-recognized teaching credential which authorizes its holder to teach at full salary for any school district within the State of California.

DO I GET THIS CREDENTIAL THROUGH IHC OR THROUGH THE STATE?

You qualify for this credential through our teacher preparation program which is accredited by the California State Department of Education and the actual credential itself is granted by the State Department. When you complete our teacher preparation program, you will have met all of the professional education requirements as determined by the State Department of Education.

ONCE I AM TEACHING WITH THE PARTIAL FULFILLMENT TEACHING CREDENTIAL, DO I HAVE TO DO ANYTHING FURTHER?

Yes. At the time you make application for the partial fulfillment teaching credential, you sign a statement to the effect that you do intend to complete the remaining requirements for the "clear" teaching credential. Remember, though, that you are teaching at full salary and, also, that you have a total of seven years in which to complete all of the requirements for the "clear" credential. You must renew your partial fulfillment teaching credential several times during this period. It must be renewed (1) after two years for two more years; (2) after four years for two more years; and (3) after six years for one final year.

DO I HAVE THIS SEVEN YEAR PERIOD WHETHER I AM TEACHING IN AN ELEMENTARY OR A SECONDARY SCHOOL?

Yes.

HOW DO I OBTAIN THE "CLEAR" CREDENTIAL?

The State Department stipulates that you must complete thirty postgraduate semester units for the "clear" credential including certain specific course requirements unless these specifics happen to have been met on the undergraduate level. In that case, you must still go ahead to get the thirty postgraduate units but you would be that much freer with regard to what you could take. You could take the remaining units in anything of your choosing once the specifics have been satisfied.

COULD I TAKE THE THIRTY UNITS IN A MASTER'S DEGREE PROGRAM IF I HAD ALREADY FULFILLED THE SPECIFICS ON THE UNDERGRADUATE LEVEL, OR, IF I PREFERRED, COULD I TAKE THE THIRTY UNITS IN SEVERAL DIFFERENT SUBJECTS?

Yes. The choice would be yours.

WOULD I NEED TO BE ENROLLED IN A GRADUATE SCHOOL SO THAT THE UNITS WOULD BE CONSIDERED GRADUATE?

No. The State Department, in requiring that these units be "postgraduate", is referring to all semester units completed which are on either the upper-division or graduate level, and which are completed after the baccalaureate degree.

ARE THE REQUIREMENTS FOR THE ELEMENTARY PARTIAL FULFILLMENT TEACHING CREDENTIAL THE SAME AS THOSE FOR THE SECONDARY?

They are essentially the same. Both credentials require completion of the baccalaureate degree, and the equivalent of the directed teaching. The secondary partial fulfillment teaching credential further requires six postgraduate semester units of coursework in any field, as well as verification by a public school district of a secondary teaching position within that district.

HOW DO I GET THE VERIFICATION OF A TEACHING POSITION?

When you are interviewed for a teaching position, and decide to accept a particular offer, you apply for the secondary partial fulfillment teaching credential through the district office and they routinely submit the required verification to the State Department for you.

WOULD I LOSE MY CHANCES OF GETTING THE PARTIAL FULFILLMENT TEACHING CREDENTIAL IF I AM UNABLE TO FIND A TEACHING POSITION OR DECIDE NOT TO TEACH RIGHT AWAY?

Once you are eligible for this partial fulfillment teaching credential, you retain this status.

HOW LONG WILL IT TAKE ME TO QUALIFY FOR A PARTIAL FULFILLMENT TEACHING CREDENTIAL?

A partial fulfillment teaching credential may be earned only on the undergraduate level. You will not be able to work for a partial fulfillment teaching credential once you have earned your baccalaureate degree. You must, therefore, be prepared to spend the time needed on the undergraduate level to successfully complete the program.

Preparation for teaching requires a lot of time and work so we anticipate that this program will take you from three to four years to complete. We advise you to enter the program no later than your sophomore year.

WHAT IF I'M A JUNIOR AND I WANT TO ENTER THE TEACHER PREPARATION PROGRAM?

The teacher preparation program emphasizes the idea that the process of becoming a teacher should encompass all of the undergraduate years.

Therefore, it is possible that your previous years of experience may qualify you to enter the teacher preparation program as a junior. For assistance in determining this possibility, you should arrange to see the Program Coordinator who will evaluate your past experience and advise you accordingly.

WHAT IS REQUIRED OF ME IN THE PROGRAM?

The Statement of Participation (see page 9) summarizes the requirements for those who wish to participate in the program:

a. evolution of your own program;
b. observation, participation, reflection and dialogue;
c. participation in counseling groups;
d. development of a portfolio;
e. annual meeting with Review Committee;
f. application to Credential Recommendation Board for recommendation for the partial fulfillment teaching credential.

The required counseling groups are designed to assist you in learning to know yourself and your needs well enough to help you choose your own preparation for teaching.

WHAT ARE THE COMPONENTS OF THE PROGRAM?

COURSES: In accordance with the philosophy of the teacher preparation program which stresses that the entire college experience nourishes the growth of the person (teacher), most courses are offered through individual departments. Some few experiences are not easily subsumed in departments, and may be found in the teacher preparation program listing.

Your entire liberal arts education contributes to the earning of a credential and in this sense all courses are pertinent to your growth as a teacher. You will find that all departments are concerned with developing competence and special teaching skills.

FIELD EXPERIENCE: In contrast to the usual observation and student teaching assignment, your field experience may begin with your initial involvement with the program and will continue throughout your undergraduate years. You will have the opportunity of investigating the pre-school, elementary, secondary, and college levels.

There are three stages of field experience involvement for students in the teacher preparation program. First, there is the level of observation. Encompassed within this stage should be various types and levels of observation (e.g. elementary, secondary). Second, there is the level of observation/some participation which must be

carefully planned. During this stage, the student may assist the teacher to a certain extent. It is expected that, somewhere along the way within these first two levels of involvement, the student will discover a teacher with whom he wishes to work at the third level of involvement -- intensive participation (student teaching). For this third stage, in cooperation with the student, the Principal, and Immaculate Heart College, the teacher would be asked to serve as the master teacher. At this point, the length of time required for this intensive participation will be mutually decided.

Arrangements for all of the above field experiences must be made through the teacher preparation program offices of the College.

RESOURCES: Resources for the teacher preparation program embrace those of the entire college, and of the surrounding community. Resources include specific courses, exploratory seminars, committee assignments, influences of student on teacher, teacher on student, and student on student.

COUNSELING: Counseling proposes to help students develop programs which are truly their own. Such conscious choice can be based only upon the student's ability to see far enough into self and future to describe individual needs and academic goals. The counseling process attempts to help each student explore his own needs, to define his own goals, and to discover all possible viable alternatives before making decisions.

The organic nature of our program can succeed only if counseling becomes a decision-making process which enables each student to discover, test and adapt his boundaries, and to establish his own rhythm. Our counseling is not separate from, but is, rather, integral to learning itself.

With this view of counseling, the members are provided with the opportunity to act as consultants to each other and to share in and learn from the experience of others. This counseling process begins with reflections on ways individuals in the program currently make decisions, and proceeds by focusing attention on:

a. gathering sufficient information to make an informed decision;
b. asking a range of questions appropriate to the decision;
c. considering personal motivation, strengths and weaknesses;
d. generating various alternatives;
e. weighing alternatives in the light of personal values;

f. exploring the consequences of these alternatives;
g. making decisions and assuming responsibility for them;
h. continuing evaluation of decisions.

We see the counseling groups as the core of the teacher preparation program. Hence, if you choose to participate in the program, you will initially be required to take a one-unit counseling lab. These counseling groups will provide you with the opportunity for:

a. finding out what the teacher preparation program is;
b. influencing the development of the program;
c. struggling with your own growth as a person;
d. exploring alternatives and making decisions;
e. sharing learning with others.

PLACEMENT: When you have qualified for a teaching credential, the placement office will assist you in finding employment openings. The office will also send your references to the districts to which you are applying for a position.

HOW DOES ONGOING EVALUATION OCCUR IN THE PROGRAM?

You are designing your own program. It ought to be in response to your own needs. You are responsible for evaluating yourself with assistance from teachers, college counselors, your own counseling group, and from your Review Committee (see page 11) who will meet with you during the course of your development, and who will directly aid you in your self-evaluation.

Your portfolio will also be a valuable tool in the process of evaluation (see page 10).

The Credential Recommendation Board is the only external body with a final decision on your application for a partial fulfillment teaching credential (see page 11).

APPENDIX

A. Statement of Participation

B. Development of Portfolio

C. Review Committee

D. Credential Recommendation Board

TEACHER PREPARATION PROGRAM

A. STATEMENT OF PARTICIPATION

I have read the Handbook and the Description of the Teacher Preparation Program. I understand and accept the responsibility to actively prepare myself for teaching, in particular the responsibility for the following:

A. The evolution of my own program, in response to my own needs and choices. (Description, pages 4 and 5)

B. Early and continuing observation and participation in many and varied learning situations, and reflection and dialogue on values, content and methods encountered in these experiences through a series of concurrent seminars. (Description, page 7)

C. Participation in counseling groups. (Description, pages 8 and 9)

D. The development of a portfolio. (Handbook, page 10)

Your name below communicates your commitment to this program.

NAME: DATE:

PERMANENT ADDRESS: (City and Zip) PHONE: (Permanent)

LOCAL ADDRESS: (City and Zip) PHONE: (Local)

MAJOR (If declared): MINOR (If declared):

YEAR/TERM OF GRADUATION:

Please return this page to the teacher preparation program office (L 201), or mail it to:

Teacher Preparation Program
Immaculate Heart College
2021 North Western Avenue
Los Angeles, California 90027

You may withdraw from the program at any time by informing your Review Committee and the teacher preparation program office.

B. DEVELOPMENT OF THE PORTFOLIO

WHAT IS IT?

This is an official portfolio recording the personal growth experiences most influential in your development. It is your record of activities, reflections, and progress in a self-initiated and self-directed preparation for teaching.

WHY IS IT?

The primary purpose of this portfolio is to enable you to share your experiences, reflections and goals with your Review Committee and the Credential Recommendation Board in order to support your request for a credential. Adequate documentation, therefore, is critical to your success. Secondly, keeping the portfolio is intended to aid you in understanding your learning experiences.

WHO KEEPS THE PORTFOLIO?

All those working toward a credential as well as those who are still uncertain.

HOW IS THE PORTFOLIO CONSTRUCTED?

The portfolio will be filed in the teacher preparation program office. Decisions about what goes into your portfolio will be made by you. Entries may be made at any time during the year.

Suggestions:

Write one-page, carefully thought out reflections on the major experiences in your development. The brevity of these statements is in the interest of the Review Committee and Credential Recommendation Board. You may wish to document your development in other ways (films, photographs, artwork, etc.). We encourage the use of any other forms of expression, but only in addition to the written reflections.

Request any faculty members to review your written reflections with you in order to assist you in deepening those reflections.

Request evaluations from faculty or supervising field personnel.

WHEN DO YOU PRESENT YOUR PORTFOLIO TO THE CREDENTIAL RECOMMENDATION BOARD?

When, in consultation with your Review Committee, you judge yourself ready for a credential recommendation, it is your responsibility to organize the evidence in your portfolio to support your candidacy and present it to the Credential Recommendation Board.

C. REVIEW COMMITTEE

You are to choose three people for your Review Committee, including one faculty member, one student and one steering committee member. The Review Committee will aid you in meeting the requirements of the program by discussing your development with you, asking pertinent questions and attempting to give you an objective evaluation. It is your responsibility to meet with your Review Committee during the last two months of each school year. The Review Committee will write a summary of its recommendation and evaluation and submit it to you. You may choose to add this to your portfolio as further support of your request for a credential.

D. CREDENTIAL RECOMMENDATION BOARD

The Credential Recommendation Board makes the final decision as to whether or not you are recommended for a credential on the basis of your self-chosen program. It is the official recommending board of Immaculate Heart College. This board, whose members are chosen by the steering committee, will be the same for all students.

TEACHER PREPARATION PROGRAM STEERING COMMITTEE AND STAFF

STEERING COMMITTEE

Bill Ahlhauser, Student

Esther Ballard, Student, Recorder

Pat Barlow, Assistant Coordinator

Judy Glass, Assistant Coordinator

Kathy Hook, Administrative Assistant

Debbie Leoni, Student

Veronica (Flynn) McWhinney, Coordinator

Samuel F. Marchese, Instructional Adviser, Area H, Los Angeles City Schools

Kouji Nakata, Associate Coordinator

Sister M. Gerald Shea, I.H.M., Academic Dean

Sister Maria Theresa Venegas, I.H.M., Instructor in Spanish

Consultant: Frederick F. Quinlan, Vice President for Administration

STAFF

Esther Ballard, Student, Recorder	L 201
Pat Barlow, Assistant Coordinator	L 200
Esther Baum, Research Librarian	Library Tower
Agnes E. Flynn, I.H.M., Director of Teacher Placement	L 207
Judy Glass, Assistant Coordinator	Social Relations Dept.
Kathy Hook, Administrative Assistant	L 201
Betty McEvoy, Researcher	L 206
Veronica (Flynn) McWhinney, Coordinator	L 200
Kouji Nakata, Associate Coordinator	L 206
Secretary	L 201

Please consult IHC Fall, 1971 telephone directory, or call switchboard, for phone extensions for any of the above.

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COMMENSURATE WITH
IT SHOULD BE A MORAL
TRUST: TO INSPIRE THE
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WITH THE RESOURCES

APPENDIX C

RESEARCH DESIGN FOR TEACHER PREPARATION PROGRAM

IMMACULATE HEART COLLEGE

OCTOBER 15, 1971

The Purpose of the Research

The purpose of conducting research and evaluation of the Teacher Preparation Program is two-fold. The first, in order of priority, is to collect information about what is happening in the program and to interpret and utilize that information in the decision-making process by which the program evolves and changes. We think of this as "action research","on-going evaluation", or "process feedback". The second purpose is to document and disseminate this information to others who might find it useful in evolving their own programs for the preparation of teachers. Here we are talking of more "empirical" or "comparative" research. In both cases the methodology, particularly the oral history documentation, is over-lapping; it is the utilization of the date which distinguishes one phase from the other.

The Conceptualization of the Research

We see our inquiry being approached from three separate, though related, perspectives.

1. The Program: The program is defined here as the organizer, communicator and facilitator of the process of teacher preparation at IHC which affects and is affected by all its composite elements. The major structure through which we will observe this process will be the organic or spiral planning model discussed in Section I. Organizational Development theory* as a whole will

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*See Appendix A for chapter about the initial program planning in Managing with People: A Manager's Handbook of Organization Development Methods, Jack Fordyce and Ray Weil, Reading, Mass.: Addison-Wesley, 1971.

also be examined in our investigation.

2. The Students: We are interested in looking at the students as individuals engaging in the program process through the media of counselling groups, courses, conferences, school experiences, etc. Our theoretical backdrop here will be the previous studies of what Feldman and Newcomb** call the "impact" of college on students--i.e., themes of individual change or development within certain "conditions" or because of certain experiences.

3. The Institution: By "institution" we mean the college as a whole--its faculty, administration, curriculum, etc. We will be looking at both the college environment as an educational climate as well as how individual faculty and administrative personnel become involved in the process of the TPP. In interpreting our findings we will be relying on the literature of college characteristics and previous studies of faculty.

Specific Research Questions and Strategies

Because the research is currently only funded for one year, the length of the study is still indeterminate. We hope and expect, however, to extend the evaluation of the program through the five-year accreditation period so that we may longitudinally examine the following questions. Additional funding will be particularly important if we wish to follow a "complete" group through their senior year and others into the "field", if possible.

Moreover, because the TPP has been designed to be flexible, open-ended and unstructured, we intend that the research also be subject to some modification as the program progresses in order to accomodate its emerging goals and needs.

**Feldman, Kenneth A. and Newcomb, Theodore M. The Impact of College on Students. San Francisco: Jossey-Bass, Inc., 1969.

What follows are the core issues and strategies which we have arrived at after much discussion and which seem important to us now.

I. Evaluation of the Evolution of the Program (the process)

Questions that need to be examined:

1. (a) What are the goals and value positions of the program? Do they change?

   (b) How are the goals and value positions of the program implemented?

2. (a) How does the program organize itself?

   (b) What modes of communication and decision-making are developed? How are they effective?

   (c) How do staff roles evolve? How are they acted out?

   (d) How does the role of the Steering Committee evolve?

3. What media are developed through which the students and the institution engage in the program process?

4. Are unique criteria for teacher competence and methods of evaluation arrived at, given the individualized basis of the program?

5. Finally to what extent does this evaluation procedure affect the evolution of the program? Are unique methods of research arrived at?

Research strategies:

1. Group process observation/participation by researcher.

2. Oral history documentation; interviews.

3. Looking at themes that emerge, interpreting them and feeding back to Steering Committee and program staff.

4. Instruments:

   --Administer OPI to TPP staff--Fall, 1971

   --Questionnaire to cooperating public school personnel dealing with perceptions of the program, etc.--Spring, 1972.

--Occasional written surveys.

II. Evaluation of Students and Student Experiences

Questions that need to be examined:

1. (a) Who are they? (Individual and common characteristics)

   (b) How do they compare with other students interested in becoming teachers and with other college students in general?

2. (a) What is influencing them to explore the TPP?

   (b) What are their perceptions of the TPP? Do they differ?

3. In what ways are they involving themselves in the program process?

4. (a) What kind of experiences do they bring to the TPP?

   (b) What kinds of experiences are they generating?

   (c) What experiences seem to set off their decision-making process?

   (d) How are they evaluating their experiences?

   (e) How are they changing as a result of their experiences? What kind of teachers are they becoming? What kind of learners?

Research strategies:

1. Administer questionnaire early in Fall, 1971 to establish base-line data on students re:

   --Demographic information--personal information, family information, secondary school information.

   --Orientation to teaching and the TPP in particular.

2. Documenting change or growth:

   --Instruments:

   Personality constructs--administer OPI at the beginning and end of the program

   Attitudes toward teaching and learning--items from initial questionnaire.

   --Analysis of student portfolios (by permission)

--Interview sample at end of each year in TPP.

3. Observations/Participations in counselling groups.
4. Draw comparisons where relevant from existing data on college student populations using data from the CSQ and OPI.
5. Follow-up on those who do not persist in the program as well as those who do.

III. Evaluation of Impact on Institution:

Questions that need to be examined:

1. What is the context of the evolution of the TPP? What of IHC's history relates to the development of the TPP at this time?
2. What is the effect of the program on the college as a whole? What is the college's effect on the program?
3. How is the college making known the range of alternatives and possibilities for the students? How are students generating alternatives?
4. (a) Who are the faculty and administration (individual and common characteristics)?
   (b) How are they changing as a result of the TPP?
   (c) What are their various perspectives on the program? Do they differ?
   (d) In what ways are they becoming involved in the program?

Research strategies:

1. Interviewing faculty and administration.
2. Periodic conferences of all those involved in the TPP.
3. On-site observations.
4. Documenting the number of courses, seminars, observations,

participations, apprenticeships, amount of time advising, etc. Who is initiating them, how much time is spent on each relative to the others, etc.

5. Instruments:

--Administer CUES to TPP students - Spring, 1972

--Administer OPI to faculty - Fall, 1971

--Administer philosophical orientation (from CSQ) to faculty - Fall, 1971.

--Questionnaire or survey to faculty - Spring, 1972.

Research Timetable

Fall, 1971:

1. Administer questionnaire - demographic information and orientation to teaching.
2. Administer OPI to TPP students and staff and IHC faculty.
3. Administer philosophical orientation item from CSQ to faculty.
4. Initial interviews.
5. Apply for grant renewal.

Meantime:

1. Continue with group process observation, interview, etc.
2. Feedback to program.
3. Collect comparative data.
4. Modify research proposal as necessary.

Spring, 1972:

1. Administer short-form of CUES to TPP students.
2. Administer questionnaire to participating public school personnel.
3. Administer questionnaire to IHC faculty.
4. Interview sample of students.
5. Write first-year report.